School Improvement Plan

Davidson Middle School

Southgate Community School District

Mr. Dennis Kemp, Principal
15800 Trenton Rd
Southgate, MI 48195-2085

TABLE OF CONTENTS

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

2017-2018 Davidson School Improvement Plan

Overview

Plan Name

2017-2018 Davidson School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in math.	Objectives: 1 Strategies: 2 Activities: 12	Academic	$0
2	All students will be proficient in reading, writing, speaking, and listening.	Objectives: 1 Strategies: 2 Activities: 12	Academic	$0
3	All students will be proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 12	Academic	$0
4	All students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 12	Academic	$0

Goal 1: All students will be proficient in math.

Measurable Objective 1:

35% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency as determined by the MDE in Mathematics by 06/01/2018 as measured by the state determined assessment.

Strategy 1:

Higher Order Thinking Skills - All Math teachers will focus on Application, Analysis, Synthesis, and Evaluation. Student groups will be informal, formal, and base

groups. Teachers will display extensive knowledge of the important concepts in Math and how these Math to one another and to other disciplines. Teachers will

implement units of study that allow students to use higher order thinking skills to meet the demands of the Common Core State Standards.

Category: Mathematics

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that

educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains

were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Math. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Math. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques).

Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, and Math Workshops.

Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.   Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.

Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc. | Direct Instruction | | | 09/02/2014 | 06/09/2017 | $0 | General Fund | All certified staff |

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Academic Support Program			09/02/2014	06/09/2017	$0	General Fund, Section 31a	All certified staff
Classroom teachers will monitor and adjust instruction for all students. If a student is struggling to meet grade level standards, the classroom teacher will identify and do timely interventions. Teachers will monitor and document progress of any At-Risk students.vvThese students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Teachers will involve and report student progress to parents. If additional support does not help the 6, 7, 8 At-Risk student/s they will be referred for additional services from a Math Specialist. Interventions will be 3 to 5 times a week for 20 to 30 minutes each session. These intervention sessions will be tracked using task logs that include number of sessions and time of each session. The Math Specialists will send home instructional materials to parents and students via email and teachers will communicate homework and any upcoming assessments via REMIND messages. Teachers may also refer students Secondary Summer School that services grades 6 – 8. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.								

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Professional Learning			09/02/2014	06/09/2017	$0	Title II Part A	All certified staff
Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual." Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in Math.								

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Math skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, TenMarks, Google Classroom, Kahootz, LearnZillion, Quizlet, and Chromebooks to assist student in becoming proficient in Mathematics. Teachers will utilize projectors and calculators to assist students in the process of solving Mathematical problems. Teachers will use document cameras to demonstrate Math skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student Math scores.	Technology			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity - Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators will focus on creating a positive culture and climate in the school.
 	
Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
 	
Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students
 	
Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring
	Communication			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The administrative team will attempt to complete Data Walks for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students, parents, and/or staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0		General Fund	All certified staff

Strategy 2:

Student Engagement - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in Math. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.   Teachers will move towards intentionally planning for and requiring all students to actively participate and become cognitively engaged in each lesson. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Category: Mathematics

Research Cited: Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Math. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Math. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques).

Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, and Math Workshops.

Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.   Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.

Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc. | Direct Instruction | | | 09/02/2014 | 06/09/2017 | $0 | General Fund | All certified staff |

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. The Math Specialists will send home instructional materials to parents and students via email and teachers will communicate homework and any upcoming assessments via REMIND messages. Teachers may also refer students for Secondary Summer School that services grades 6 – 8. If additional support does not help the 6, 7, 8 At-Risk student/s they will be referred for additional services from a Math Interventionist. Interventions will be 3 to 5 times a week for 20 to 30 minutes each session. These intervention sessions will be tracked using task logs that include number of sessions and time of each session. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0	Section 31a, General Fund	All certified staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Professional Development will include at least 5 days of District Provided Professional Development.

Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement."

Professional Development will include an optional after-school book study for "Making Thinking Visual."

Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in Math. | Professional Learning | | | 09/02/2014 | 06/09/2017 | $0 | Title II Part A | All certified staff |

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Math skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, TenMarks, Google Classroom, Kahootz, LearnZillion, Quizlet, and Chromebooks to assist student in becoming proficient in Mathematics. Teachers will utilize iPads, and projectors to assist students in the process of solving Mathematical problems. Teachers will use document cameras to demonstrate Math skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student Math scores.	Technology			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity - Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators will focus on creating a positive culture and climate in the school.
 	
Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
 	
Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students
 	
Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring
	Communic ation			09/02/2014	06/09/2017	$0		General Fund	All certified staff

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

The administrative team will attempt to complete a Data Walk for every teacher every week. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Goal 2: All students will be proficient in reading, writing, speaking, and listening.

Measurable Objective 1:

48% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency as determined by the MDE in English Language Arts by 06/09/2017 as measured by state determined assessment..

Strategy 1:

Higher Order Thinking Skills - All ELA teachers will focus on Application, Analysis, Synthesis, and Evaluation. Student groups will be informal, formal, and base groups.

Teachers will display extensive knowledge of the important concepts in ELA and how these relate to one another and to other disciplines. Teachers will implement

units of study that allow students to use higher order thinking skills to meet the demands of the Common Core State Standards.

Category: English/Language Arts

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that

educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains

were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in ELA. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, Socratic Circles, and Book Clubs. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0		Section 31a, General Fund	All Certified Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual."	Professional Learning			09/02/2014	06/09/2017	$0	Title II Part A	All Certified Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, Google Classroom, Kahootz, Quizlet, and Chromebooks to assist student in becoming proficient in ELA. Teachers will utilize iPads, and projectors to assist students in the process of solving ELA problems. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student ELA scores.	Technology			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Activity - Culture & Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators will focus on creating a positive culture and climate in the school.
 	
Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
 	
Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students
 	
Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring
	Communication			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students, parents, and/or staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Strategy 2:

Student Engagement - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in ELA. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.   Teachers will move towards intentionally planning for and requiring all students to actively participate and become cognitively engaged in every lesson. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Category: English/Language Arts

Research Cited: Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in ELA. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, Socratic Circles, and Book Clubs. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.

Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | Section 31a, General Fund | All Certified Staff |

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual."	Professional Learning			09/02/2014	06/09/2017	$0	Title II Part A	All Certified Staff

Activity - Culture & Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators will focus on creating a positive culture and climate in the school.
 	
Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
 	
Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students
 	
Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring
	Communication			09/02/2014	06/09/2017	$0		General Fund	All Certified Staff

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students, parents, and/or staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, Google Classroom, Kahootz, Quizlet, and Chromebooks to assist student in becoming proficient in ELA. Teachers will utilize iPads, and projectors to assist students in the process of solving ELA problems. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student ELA scores.	Technology			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Goal 3: All students will be proficient in social studies.

Measurable Objective 1:

38% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency as determined by the MDE in Social Studies by 06/09/2017 as measured by state determined assessment..

Strategy 1:

Higher Order Thinking Skills - All Social Studies teachers will focus on Application, Analysis, Synthesis, and Evaluation. Student groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in Social Studies and how these Social Studies to one another and to other disciplines. Teachers will implement units of study that allow students to use higher order thinking skills to meet the demands of the Common Core State Standards.

Category: Social Studies

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

				Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Social Studies. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Social Studies. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, and Socratic Circles. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | General Fund, Section 31a | All Certified Staff |

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will include at least 5 days of District Provided Professional Development.

Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement."

Professional Development will include an optional after-school book study for "Making Thinking Visual." | Professional Learning | | | 09/02/2014 | 06/09/2017 | $0 | Title II Part A | All Certified Staff |

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Technology			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Social Studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, TenMarks, Google Classroom, Kahootz, LearnZillion, Quizlet, and Chromebooks to assist student in becoming proficient in Social Studies. Teachers will utilize iPads, and projectors to assist students in the process of solving Social Studies problems. Teachers will use document cameras to demonstrate Social Studies skills and problem–solving strategies. Teachers will use MIStar DnA to record and analyze student Social Studies scores.								

Activity - Culture & Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators will focus on creating a positive culture and climate in the school.
 	
Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
 	
Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students
 	
Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring
	Communication			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Strategy 2:

Student Engagement - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in Social Studies. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.   Teachers will move towards intentionally planning for and requiring all students to actively participate and become cognitively engaged in each lesson. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Category: Social Studies

Research Cited: Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Social Studies. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Social Studies. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques).

Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, and Socratic Circles.

Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.   Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.

Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc. | Direct Instruction | | | 09/02/2014 | 06/09/2017 | $0 | General Fund | All Certified Staff |

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | Section 31a, General Fund | All Certified Staff |

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual."	Professional Learning			09/02/2014	06/09/2017	$0	Title II Part A	All certified Staff

Activity - Culture & Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators will focus on creating a positive culture and climate in the school.
 	
Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
 	
Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students
 	
Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring
	Communication			09/02/2014	06/09/2017	$0		General Fund	All Certified Staff

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment.

Students/Parents/Staff will be asked to evaluate all strategies and activities.
This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides.

This process may include the following questions.

1. Is there opportunity for high quality implementation?
2. Is the program implemented as intended?
3. What is the program's impact on students?

Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes. | Evaluation | | | 09/02/2014 | 06/09/2017 | $0 | General Fund | All Certified Staff |

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Social Studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, TenMarks, Google Classroom, Kahootz, LearnZillion, Quizlet, and Chromebooks to assist student in becoming proficient in Social Studies. Teachers will utilize iPads, and projectors to assist students in the process of solving Social Studies problems. Teachers will use document cameras to demonstrate Social Studies skills and problem–solving strategies. Teachers will use MIStar DnA to record and analyze student Social Studies scores.	Technology			09/02/2014	06/09/2017	$0	General Fund	All Certified Staff

Goal 4: All students will be proficient in science.

Measurable Objective 1:

34% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency as determined by the MDE in Science by 06/12/2015 as measured by state determined assessment..

Strategy 1:

Higher Order Thinking Skills - All Science teachers will focus on Application, Analysis, Synthesis, and Evaluation. Student groups will be informal, formal, and base groups. Teachers will display extensive knowledge of the important concepts in Science and how these Science to one another and to other disciplines. Teachers will implement units of study that allow students to use higher order thinking skills to meet the demands of the Common Core State Standards.

Category: Science

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom. Bloom's book separated learning objectives that educators set for students into three main domains: cognitive, affective, and psychomotor. A goal of Bloom's taxonomy was to focus on all domains. These domains were dividing into subdivisions from the simplest to the most complex, from lower-order thinking skills to higher-order thinking skills.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Science. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Science. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, Socratic Circles, and Science Labs. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | General Fund, Section 31a | All certified staff |

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will include at least 5 days of District Provided Professional Development.

Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement."

Professional Development will include an optional after-school book study for "Making Thinking Visual."

Professional Development may also include conferences or workshops that cover higher order thinking skills, student engagement instruction in Science, and building a curriculum with the newly released Next Generation Science Standards. | Professional Learning | | | 09/02/2014 | 06/09/2017 | $0 | Title II Part A | All certified staff |

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Science skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, Google Classroom, Kahootz, Quizlet, and Chromebooks to assist student in becoming proficient in Science. Teachers will utilize iPads, and projectors to assist students in the process of solving Science problems. Teachers will use document cameras to demonstrate Science skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student Science scores.	Technology			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity - Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators will focus on creating a positive culture and climate in the school.
 	
Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
 	
Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students
 	
Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
    Where Everyone Belongs (W.E.B.)
    Positive Behavioral Intervention Supports (P.B.I.S.)
    Academic Support will be offered and the teacher and/or student can request additional help/tutoring
	Communication			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Strategy 2:

Student Engagement - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in Science. Strategies could include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.   Teachers will move towards intentionally planning for and requiring all students to actively participate and become cognitively engaged in each lesson. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Category: Science

Research Cited: Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele. This book provides alternatives to students sitting and receiving instruction from the traditional lecture techniques. Dozens of easy-to-use techniques are presented to engage K-12 students in active learning. Students are encouraged to demonstrate the depth of their knowledge and understanding.

Tier:

Activity - Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Science. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Science. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, Socratic Circles, and Science Labs. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity - At-Risk Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0	Section 31a, General Fund	All certified staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual." Professional Development may also include conferences or workshops that cover higher order thinking skills, student engagement instruction in Science, and building a curriculum with the newly released Next Generation Science Standards.	Professional Learning			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Science skills and vocabulary.

Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, Google Classroom, Kahootz, Quizlet, and Chromebooks to assist student in becoming proficient in Science.

Teachers will utilize iPads, and projectors to assist students in the process of solving Science problems.

Teachers will use document cameras to demonstrate Science skills and problem –solving strategies.

Teachers will use MIStar DnA to record and analyze student Science scores. | Technology | | | 09/02/2014 | 06/09/2017 | $0 | Title II Part A | All certified staff |

Activity - Culture and Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

AAdministrators will focus on creating a positive culture and climate in the school.
 	
Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
 	
Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students
 	
Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring
	Communication			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity - Evaluation of the Strategies and/or Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	General Fund	All certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in ELA. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, Socratic Circles, and Book Clubs. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	All Certified Staff

| Culture & Climate | Administrators will focus on creating a positive culture and climate in the school.

Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment

Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students

Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
      Where Everyone Belongs (W.E.B.)
      Positive Behavioral Intervention Supports (P.B.I.S.)
      Academic Support will be offered and the teacher and/or student can request additional help/tutoring | Communication | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |

Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Math skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, TenMarks, Google Classroom, Kahootz, LearnZillion, Quizlet, and Chromebooks to assist student in becoming proficient in Mathematics. Teachers will utilize projectors and calculators to assist students in the process of solving Mathematical problems. Teachers will use document cameras to demonstrate Math skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student Math scores.	Technology			09/02/2014	06/09/2017	$0	All certified staff

Evaluation of the Strategies and/or Activities	The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	All certified staff

Culture and Climate	Administrators will focus on creating a positive culture and climate in the school.
	
	Administrators will focus on:
	 Shared sense of purpose and positive values
	 Norms of collegiality
	 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
	
	Activities may include:
	 Communicating core values
	 Honoring/Recognizing those who work to serve students and/or the purpose of the school
	 Observe rituals and traditions to support the school's heart and soul
	 Recognize heroes/heroines and the work these exemplars accomplish
	 Speak of the deeper mission of the school
	 Celebrate the accomplishments of students, and/or staff
	 Preserve the focus on students
	
	Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
	      Where Everyone Belongs (W.E.B.)
	      Positive Behavioral Intervention Supports (P.B.I.S.)
	      Academic Support will be offered and the teacher and/or student can request additional help/tutoring
		Communication			09/02/2014	06/09/2017	$0	All certified staff

At-Risk Student Support	Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0	All Certified Staff

Evaluation of the Strategies and/or Activities	The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students, parents, and/or staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	All Certified Staff
Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, Google Classroom, Kahootz, Quizlet, and Chromebooks to assist student in becoming proficient in ELA. Teachers will utilize iPads, and projectors to assist students in the process of solving ELA problems. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student ELA scores.	Technology			09/02/2014	06/09/2017	$0	All Certified Staff

Evaluation of the Strategies and/or Activities	The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	All certified staff
Professional Development	Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual." Professional Development may also include conferences or workshops that cover higher order thinking skills, student engagement instruction in Science, and building a curriculum with the newly released Next Generation Science Standards.	Professional Learning			09/02/2014	06/09/2017	$0	All certified staff

Evaluation of the Strategies and/or Activities	The administrative team will attempt to complete Data Walks for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students, parents, and/or staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	All certified staff

Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Math skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, TenMarks, Google Classroom, Kahootz, LearnZillion, Quizlet, and Chromebooks to assist student in becoming proficient in Mathematics. Teachers will utilize iPads, and projectors to assist students in the process of solving Mathematical problems. Teachers will use document cameras to demonstrate Math skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student Math scores.	Technology			09/02/2014	06/09/2017	$0	All certified staff

Culture and Climate	AAdministrators will focus on creating a positive culture and climate in the school.
	
	Administrators will focus on:
	 Shared sense of purpose and positive values
	 Norms of collegiality
	 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment
	
	Activities may include:
	 Communicating core values
	 Honoring/Recognizing those who work to serve students and/or the purpose of the school
	 Observe rituals and traditions to support the school's heart and soul
	 Recognize heroes/heroines and the work these exemplars accomplish
	 Speak of the deeper mission of the school
	 Celebrate the accomplishments of students, and/or staff
	 Preserve the focus on students
	
	Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
	      Where Everyone Belongs (W.E.B.)
	      Positive Behavioral Intervention Supports (P.B.I.S.)
	      Academic Support will be offered and the teacher and/or student can request additional help/tutoring
		Communication			09/02/2014	06/09/2017	$0	All certified staff

Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Science. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Science. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, Socratic Circles, and Science Labs. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	All certified staff

Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Math. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Math. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques).	Direct Instruction			09/02/2014	06/09/2017	$0	All certified staff
	Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, and Math Workshops.							
	Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand.							
	Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.							

Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Math. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Math. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, and Math Workshops. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	All certified staff

Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Social Studies. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Social Studies. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, and Socratic Circles. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	All Certified Staff

| At-Risk Student Support | Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | All certified staff |

Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Social Studies. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Social Studies. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, and Socratic Circles. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	All Certified Staff

Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in ELA. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, Socratic Circles, and Book Clubs. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	All Certified Staff

| At-Risk Student Support | Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |

| Culture and Climate | Administrators will focus on creating a positive culture and climate in the school.

Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment

Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students

Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
      Where Everyone Belongs (W.E.B.)
      Positive Behavioral Intervention Supports (P.B.I.S.)
      Academic Support will be offered and the teacher and/or student can request additional help/tutoring | Communication | | | 09/02/2014 | 06/09/2017 | $0 | All certified staff |

Evaluation of the Strategies and/or Activities	The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	All Certified Staff
Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Social Studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, TenMarks, Google Classroom, Kahootz, LearnZillion, Quizlet, and Chromebooks to assist student in becoming proficient in Social Studies. Teachers will utilize iPads, and projectors to assist students in the process of solving Social Studies problems. Teachers will use document cameras to demonstrate Social Studies skills and problem–solving strategies. Teachers will use MIStar DnA to record and analyze student Social Studies scores.	Technology			09/02/2014	06/09/2017	$0	All Certified Staff

| At-Risk Student Support | Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |
|---|---|---|---|---|---|---|---|---|

| Culture and Climate | Administrators will focus on creating a positive culture and climate in the school.

Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment

Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students

Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
        Where Everyone Belongs (W.E.B.)
        Positive Behavioral Intervention Supports (P.B.I.S.)
        Academic Support will be offered and the teacher and/or student can request additional help/tutoring | Communication | | | 09/02/2014 | 06/09/2017 | $0 | All certified staff |

| Culture & Climate | Administrators will focus on creating a positive culture and climate in the school.

Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment

Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students

Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring | Communication | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |

Evaluation of the Strategies and/or Activities	The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Walkthroughs, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	All Certified Staff

| Culture & Climate | Administrators will focus on creating a positive culture and climate in the school.

Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment

Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students

Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring | Communication | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |

At-Risk Student Support	Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0	All Certified Staff

Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice ELA skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, Google Classroom, Kahootz, Quizlet, and Chromebooks to assist student in becoming proficient in ELA. Teachers will utilize iPads, and projectors to assist students in the process of solving ELA problems. Teachers will use document cameras to demonstrate ELA skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student ELA scores.	Technology			09/02/2014	06/09/2017	$0	All Certified Staff
Evaluation of the Strategies and/or Activities	The administrative team will attempt to complete a Data Walk for every teacher every week. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students/Parents/Staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	All certified staff

Evaluation of the Strategies and/or Activities	The administrative team will attempt to complete a Data Walk for every teacher on a monthly basis. Data collected during these walks will include: use of learning targets, student thinking level, student engagement, assessment, instructional strategies, and the learning environment. Students, parents, and/or staff will be asked to evaluate all strategies and activities. This process will include part of the MDE Program Evaluation Tool, Various Surveys, Checklists, Observations, Data Walks, Budgets, Schedules, and Curriculum Pacing Guides. This process may include the following questions. 1. Is there opportunity for high quality implementation? 2. Is the program implemented as intended? 3. What is the program's impact on students? Staff will be encouraged to collect evidence to answer the above questions. This evidence may include: meeting agendas/minutes, books/papers about the program, Stakeholder surveys, Professional Development materials and attendance, Data, School Improvement agendas, Self-Assessment checklists, Observations/Data Walks, Logs, and Data Team Minutes.	Evaluation			09/02/2014	06/09/2017	$0	All Certified Staff

At-Risk Student Support	Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.	Academic Support Program			09/02/2014	06/09/2017	$0	All certified staff
	Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.							
	English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.							

At-Risk Student Support	Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.	Academic Support Program			09/02/2014	06/09/2017	$0	All certified staff
	Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.							
	The Math Specialists will send home instructional materials to parents and students via email and teachers will communicate homework and any upcoming assessments via REMIND messages.							
	Teachers may also refer students for Secondary Summer School that services grades 6 – 8.							
	If additional support does not help the 6, 7, 8 At-Risk student/s they will be referred for additional services from a Math Interventionist. Interventions will be 3 to 5 times a week for 20 to 30 minutes each session. These intervention sessions will be tracked using task logs that include number of sessions and time of each session.							
	English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.							

Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Social Studies skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, TenMarks, Google Classroom, Kahootz, LearnZillion, Quizlet, and Chromebooks to assist student in becoming proficient in Social Studies. Teachers will utilize iPads, and projectors to assist students in the process of solving Social Studies problems. Teachers will use document cameras to demonstrate Social Studies skills and problem–solving strategies. Teachers will use MIStar DnA to record and analyze student Social Studies scores.	Technology			09/02/2014	06/09/2017	$0	All Certified Staff

| Culture & Climate | Administrators will focus on creating a positive culture and climate in the school.

Administrators will focus on:
 Shared sense of purpose and positive values
 Norms of collegiality
 Student traditions to celebrate student accomplishment, teacher innovation, and parental commitment

Activities may include:
 Communicating core values
 Honoring/Recognizing those who work to serve students and/or the purpose of the school
 Observe rituals and traditions to support the school's heart and soul
 Recognize heroes/heroines and the work these exemplars accomplish
 Speak of the deeper mission of the school
 Celebrate the accomplishments of students, and/or staff
 Preserve the focus on students

Administrators will elect teacher leaders to sponsor new clubs/programs for students. These programs may include:
     Where Everyone Belongs (W.E.B.)
     Positive Behavioral Intervention Supports (P.B.I.S.)
     Academic Support will be offered and the teacher and/or student can request additional help/tutoring | Communication | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |

Classroom	Classroom teachers will focus on using Higher Order Thinking Skills daily to help students become proficient in Science. These strategies will include: Application, Analysis, Synthesis, and Evaluation. Teachers will utilize strategies that incorporate higher levels of thinking to help all students become proficient in Science. Teachers will focus on the Common Core State Standards, and incorporating TPT (Total Participation Techniques). Teachers will use a variety of TPTs to help actively engage students in higher-order thinking skills such as: Think-Pair-Share, Quick Writes, Quick Draws, Chalkboard Splash, Thumbs-Up When Ready, Processing Cards, Similes, Ranking, Numbered Heads Together, Thumbs Up/Down Vote, Socratic Circles, and Science Labs. Teachers will use strategies such as flexible grouping, centers and tiered assignments. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate that all students can easily understand. Teachers will communicate regularly with parents and students via email and REMIND messages important information regarding the curriculum, such as homework, instructional videos, examples, etc.	Direct Instruction			09/02/2014	06/09/2017	$0	All certified staff

At-Risk Student Support	Classroom teachers will monitor and adjust instruction for all students. If a student is struggling to meet grade level standards, the classroom teacher will identify and do timely interventions. Teachers will monitor and document progress of any At-Risk students.vvThese students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Teachers will involve and report student progress to parents. If additional support does not help the 6, 7, 8 At-Risk student/s they will be referred for additional services from a Math Specialist. Interventions will be 3 to 5 times a week for 20 to 30 minutes each session. These intervention sessions will be tracked using task logs that include number of sessions and time of each session. The Math Specialists will send home instructional materials to parents and students via email and teachers will communicate homework and any upcoming assessments via REMIND messages. Teachers may also refer students Secondary Summer School that services grades 6 – 8. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0	All certified staff

| Technology | Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Science skills and vocabulary.

Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, Google Classroom, Kahootz, Quizlet, and Chromebooks to assist student in becoming proficient in Science.

Teachers will utilize iPads, and projectors to assist students in the process of solving Science problems.

Teachers will use document cameras to demonstrate Science skills and problem –solving strategies.

Teachers will use MIStar DnA to record and analyze student Science scores. | Technology | | | 09/02/2014 | 06/09/2017 | $0 | All certified staff |

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual." Professional Development may also include conferences or workshops that cover higher order thinking skills, student engagement instruction in Science, and building a curriculum with the newly released Next Generation Science Standards.	Professional Learning			09/02/2014	06/09/2017	$0	All certified staff

Professional Development	Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual." Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in Math.	Professional Learning			09/02/2014	06/09/2017	$0	All certified staff
Professional Development	Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual."	Professional Learning			09/02/2014	06/09/2017	$0	All Certified Staff
Professional Development	Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual." Professional Development may also include conferences or workshops that cover higher order thinking skills and student engagement instruction in Math.	Professional Learning			09/02/2014	06/09/2017	$0	All certified staff

Professional Development	Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual."	Professional Learning			09/02/2014	06/09/2017	$0	All Certified Staff
Technology	Teachers will learn how to use technology resources to help instruct students and provide students with additional resources to practice Science skills and vocabulary. Teachers will use a variety of technology tools and resources, such as: Projectors, document cameras, iPads/Learn Pads, personal communication devices, Google Classroom, Kahootz, Quizlet, and Chromebooks to assist student in becoming proficient in Science. Teachers will utilize iPads, and projectors to assist students in the process of solving Science problems. Teachers will use document cameras to demonstrate Science skills and problem –solving strategies. Teachers will use MIStar DnA to record and analyze student Science scores.	Technology			09/02/2014	06/09/2017	$0	All certified staff
Professional Development	Professional Development will include at least 5 days of District Provided Professional Development. Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement." Professional Development will include an optional after-school book study for "Making Thinking Visual."	Professional Learning			09/02/2014	06/09/2017	$0	All certified Staff

| Professional Development | Professional Development will include at least 5 days of District Provided Professional Development.

Professional Development will focus on "Higher Order Thinking Skills" and "Student Engagement."

Professional Development will include an optional after-school book study for "Making Thinking Visual." | Professional Learning | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

At-Risk Student Support	Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0	All Certified Staff

| At-Risk Student Support | Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |

| At-Risk Student Support | Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students.

Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |
|---|---|---|---|---|---|---|---|---|

At-Risk Student Support	Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0	All certified staff

At-Risk Student Support	Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using the engagement strategies as identified in monthly Data Team meetings. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. The Math Specialists will send home instructional materials to parents and students via email and teachers will communicate homework and any upcoming assessments via REMIND messages. Teachers may also refer students for Secondary Summer School that services grades 6 – 8. If additional support does not help the 6, 7, 8 At-Risk student/s they will be referred for additional services from a Math Interventionist. Interventions will be 3 to 5 times a week for 20 to 30 minutes each session. These intervention sessions will be tracked using task logs that include number of sessions and time of each session. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0	All certified staff

| At-Risk Student Support | Classroom teachers will monitor and adjust instruction for all students. If a student is struggling to meet grade level standards, the classroom teacher will identify and do timely interventions. Teachers will monitor and document progress of any At-Risk students.vvThese students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Teachers will involve and report student progress to parents.

If additional support does not help the 6, 7, 8 At-Risk student/s they will be referred for additional services from a Math Specialist. Interventions will be 3 to 5 times a week for 20 to 30 minutes each session. These intervention sessions will be tracked using task logs that include number of sessions and time of each session.

The Math Specialists will send home instructional materials to parents and students via email and teachers will communicate homework and any upcoming assessments via REMIND messages.

Teachers may also refer students Secondary Summer School that services grades 6 – 8.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | All certified staff |
|---|---|---|---|---|---|---|---|---|

At-Risk Student Support	Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students. Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents. English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services.	Academic Support Program			09/02/2014	06/09/2017	$0	All certified staff

| At-Risk Student Support | Using data, teachers will monitor and adjust instruction and do timely interventions for identified students using engagement strategies. These students will include all subgroup areas, specifically students who are economically disadvantaged, and special education students.

Identify students whose skill acquisition rates are slower than that of peer groups on critical measures of performance and require additional support. Once these students are identified provide timely additional assistance to these students. Monitor progress of At-Risk students at repeated intervals. Document interventions. Involve and report student progress to parents.

English Learners (EL) students will be identified upon registration to Southgate Schools. If a student speaks another language besides English as their primary home language, the student will be referred to Wayne RESA for a WIDA screener. If the student does not score proficient, the student will automatically be registered to receive interventions from a Wayne RESA tutor to help with the English language acquisition. Even if the student scores proficient, the student will be monitored to see if language may be interfering with day to day learning in the classroom. All students receiving services from a Wayne RESA tutor will be screened each spring with the WIDA assessment from the Michigan Department of Education. When a student scores proficient or advanced proficient and is successful in the classroom the student will be exited from services. | Academic Support Program | | | 09/02/2014 | 06/09/2017 | $0 | All Certified Staff |